Index for the three issues of *Open Learning* – 1987

SECTION 1

Bowen, P.	Open learning formats in high performance training	*No. 2, p. 29*
Cawthorne, M.	Careers guidance at a distance	*No. 3, p. 30*
Cole, S., Coats, M. and Lentell, H.	Towards a new emphasis in monitoring	*No. 3, p. 13*
Cowper, D., Godfrey, D., Hart, R. and Sterling, S.	Teaching at a distance with CAL	*No. 1, p. 25*
England, E.	The design of versatile text materials	*No. 2, p. 11*
Ernest, P.	Training mathematics teachers at a distance	*No. 2, p. 32*
Gregson, J.	Open learning for national recovery	*No. 1, p. 8*
Guri, S.	Quality control in distance learning	*No. 2, p. 16*
Heathcote, G.	Promoting health education	*No. 1, p. 31*
Hurley, S.	Open learning for child care	*No. 3, p. 25*
Kelly, M. and Shapcott, M.	Towards understanding adult distance learners	*No. 2, p. 3*
Kelly, M.	The high cost of 'efficiency and effectiveness' in Australia	*No. 3, p. 19*
Larcher, D.	Distance as metaphor	*No. 1, p. 11*
Mercer, N. and Edwards, D.	Knowledge development in adult learning groups	*No. 2, p. 22*
Perraton, H.	Theories, generalisation and practice in distance education	*No. 3, p. 3*
Rebel, K.	The role of group learning in multi-media distance teaching	*No. 1, p. 19*
Tight, M.	Mixing distance and face-to-face higher education	*No. 1, p. 14*
Wright, T.	Putting independent learning in its place	*No. 1, p. 3*

SECTION 2

Bradshaw, P.	Feedback forms and forms of feedback	*No. 2, p. 42*
Brew, A.	Independence in learning: towards community	*No. 2, p. 52*
Campbell, I.	Diploma in correspondence education	*No. 1, p. 56*
Carr, R.	The Modular Teacher Training Programme, Ghana	*No. 3, p. 50*

Conway, L. and Watkins, R.	Training the trainers of volunteers	*No. 1, p. 52*
Fage, J. and Mills, R.	Student–tutor feedback: some responses	*No. 2, p. 40*
Greenacre, L.	What is wrong with open learning?	*No. 3, p. 41*
Grugeon, D.	The Open College is nearly open	*No. 2, p. 38*
Holmberg, B.	Is distance education more or less effective than conventional education?	*No.. 2, p. 51*
Kaikumba, N. and Cryer, P.	Evaluating at a distance using cassette tape	*No. 1, p. 59*
Ljoså, E.	Association Profile: AECS – Association of European Correspondence Schools	*No. 1, p. 54*
MacLean, M.	Open learning in closed conditions	*No. 3, p. 45*
Melton, R.	Innovation in the Open University	*No. 3, p. 42*
Metcalfe, J.	A low resource science day school	*No. 1, p. 49*
Metcalfe, J.	Developing constructive and non-threatening feedback	*No. 2, p. 44*
Mulenga, F. M.	Distance education at the University of Zambia	*No. 3, p. 39*
Richardson, M.	Venables – 10 years on	*No. 1, p. 37*
Simpson, O.	'Adviceline – to alter your life'	*No. 1, p. 57*
Smith, R.	Equal opportunities in management education and training?	*No. 3, p. 36*
Stacey, M.	Open learning in schools: the Flexitrist project	*No. 2, p. 47*
Temple, H.	Open Tech: needs and practices	*No. 1, p. 46*
Thorpe, M.	(AECS) Autumn Congress 1986 in Munich	*No. 2, p. 56*
Tight, M.	London University external developments	*No. 2, p. 49*
Turner, J.	Open learning resources for local studies	*No. 1, p. 43*
Walker, R.	Correspondence tuition – a training exercise	*No. 3, p. 47*
Wiggans, A.	Edited highlights – recycling undergraduate broadcasts as video	*No. 2, p. 45*
Woolfe, R.	Counselling: a process or an activity?	*No. 3, p. 51*